

Engaging Faculty With Teaching and Learning: An Agenda



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The following is a draft agenda of how the tools on the Center for Community College Student Engagement's [Ensure Students Are Learning website](#) might be used. The two-hour agenda is for a professional development session for full-time and part-time faculty to emphasize teaching and learning in a guided pathways framework.

For this particular draft agenda, each participant should bring a laptop or the session should be hosted in a computer lab. This will allow participants time to access the *Ensure Students Are Learning* website and search for tools that are relevant to their areas of interest.

Agenda

<Insert Date>

9:00 a.m.–11:00 a.m.

9:00 a.m. **Welcome and Introductions**

Overview of Objectives:

- Define *Guided Pathways*
- Define *Ensure Students Are Learning* in a Guided Pathways Framework
- Provide Resources and Tools for *Ensure Students Are Learning*

9:15 a.m. **What is *Guided Pathways*? What is *Ensure Students Are Learning* in a Guided Pathways Framework?**

Notes for Facilitator:

What is Guided Pathways?

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. The goals are to improve rates of college completion, transfer, and attainment of jobs with value in the labor market—and to achieve equity in those outcomes.

What is Ensure Students Are Learning in a Guided Pathways Framework?

Ensuring students are learning in a guided pathways framework means using program-level outcomes, culturally responsive teaching practices, and high-quality assessment to promote student learning inside and outside the classroom.

Specifically, these practices should be used to enrich and assess student learning:

- Scaled high-quality, program-relevant applied learning experiences
- Intentional and sustained student engagement
- Evidence-based, high-impact teaching practices across modalities
- Institution-wide commitment to equity-minded, asset-based teaching improvement
- Quality assessment of program learning outcomes that lead to credentials, further education, and/or gainful employment

9:30 a.m. **Defining the Practices: Applied Learning Experiences; Student Engagement; High-Impact Teaching Practices; Equity-Minded, Asset-Based Teaching; and Assessment of Student Learning**

10:00 a.m. **Activity: Think, Pair, Share** (with the person on your left)

Facilitator: *Which of the practices do you do the best?*

10:10 a.m. **Activity: Think, Pair, Share** (with the person on your right)

Facilitator: *Which of the practices do you do the least in your classroom?*

10:20 a.m. Participants log onto the *Ensure Students Are Learning* website.

Facilitator: [Demonstrate how to search for videos and narratives that relate to the five practices.](#)

10:30 a.m. [Participants search for videos and narratives on a practice of interest to them.](#)

10:45 a.m. **Facilitator:** Describe the other tools on the website.

11:00 a.m. Adjourn